DOCUMENT RESUME

ED 208 909 JC 810 594

AUTHOR Lucas, John A.
TITLE Survey of Summer School Students, 1980. Volume 11, Number 2.
INSTITUTION William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE 1 Sep 80
NOTE 16p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Age; *College Attendance; College Choice; Community Colleges; Educational Background; *Enrollment Influences; *Enrollment Trends; Questionnaires; *Student Characteristics; Student Educational Objectives; *Summer Programs; Two Year Colleges

ABSTRACT

In summer 1980, William Rainey Harper College (WRHC) experienced a 35% increase in its full-time equivalent enrollment. A survey was commissioned to determine whether this increase was temporary and related to the economy and whether a similar increase could be expected for the fall. A quasi-random sample of 19 sections from the first eight-week session and 10 sections from the second session was selected. Of the 732 students enrolled in these sections, 572 (78.1%) responded to a survey questionnaire soliciting information on age, sex, high school and college experience, if attendance was related to the economy and tight job situation, educational plans for the fall, source of information about WRHC, purpose in attending, and previous college attendance. The survey revealed a substantial shift in the student profile of the 1980 summer school session as compared to the 1979 summer session. The students were younger, more apt to be transfer oriented, and more likely to be former WRHC students. Even though only 12.1% of the respondents indicated that the economy and tight job situation had influenced their decision to attend WRHC, the young, transfer-oriented students were considered most likely to be affected by the economic recession. It was concluded that the enrollment increase would be temporary, but likely to continue through the fall. The study report details methodology and findings, providing data from previous summer surveys. The questionnaire is appended. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED208909

SURVEY OF SUMMER SCHOOL STUDENTS

1980

John A. Lucas
Director
Office of Planning and Research

WILLIAM RAINEY HARPER COLLEGE

Volume XI
No. 2

September 1, 1980

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John Lucas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JC 810 594

ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO SURVEY SUMMER SCHOOL STUDENTS TO FIND OUT WHY HARPER INCURRED SUCH A LARGE ENROLLMENT INCREASE (FTE UP MORE THAN 35%) OVER THE SUMMER OF 1979. THE BASIC QUESTIONS CONCERNED WHETHER THE ENROLLMENT INCREASE WAS TEMPORARY AND RELATED TO THE ECONOMY AND, IN ADDITION, WHETHER A SIMILAR INCREASE COULD BE EXPECTED FOR THE FALL.

A SURVEY INSTRUMENT WAS DEVELOPED WHICH CONTAINED A NUMBER OF ITEMS WHICH HAD BEEN ASKED OF PREVIOUS SUMMER SCHOOL STUDENTS SINCE 1970. THIS INSTRUMENT WAS DISTRIBUTED TO 29 SECTIONS OF SUMMER SCHOOL CLASSES WHICH WERE SELECTED IN A QUASI-RANDOM MANNER. SOME 572 STUDENTS (78.1% OF THOSE ENROLLED) COMPLETED THIS SURVEY DURING ONE OF THEIR CLASS PERIODS.

RESULTS OF THE SURVEY SHOWED THAT THERE WAS A DEFINITE SUBSTANTIAL SHIFT IN THE STUDENT PROFILE OF THE 1980 SUMMER SCHOOL STUDENT AS COMPARED TO PREVIOUS SUMMER SCHOOL STUDENTS. THE STUDENTS WERE YOUNGER, WERE MORE APT TO BE TRANSFER-ORIENTED AND WERE MORE LIKELY FORMER HARPER STUDENTS. THESE SHIFTS INDICATED THAT THE ENORMOUS ENROLLMENT INCREASE EXPERIENCED IN THE SUMMER WAS TEMPORARY AND CAUSED BY THE ECONOMIC RECESSION. HOWEVER, IT ALSO INDICATED THAT A SIMILAR LARGE INCREASE COULD BE EXPECTED FOR THE FALL.

TABLE OF CONTENTS

I. Purpose..... 1

II. Population Surveyed..... 1

III. Method Used..... 1

IV. Discussion of Results..... 1

V. Major Conclusions..... 2

VI. Detailed Results

A. Age..... 4

B. Sex..... 4

C. How Student First Became Acquainted With Harper..... 4

D. Main Purpose in Attending Harper This Summer..... 5

E. High School Experience..... 5

F. College Experience..... 5

G. College Previously Attended..... 5

H. Extent to Which Student Attendance at Harper This Summer is Due to Economy and Tight Job Situation..... 6

I. Student Plans for Fall if Present Economic Conditions Continue..... 7

J. Status of Students During the Spring of 1980..... 7

VII. Appendix..... 8

Summer School Survey - 1980..... 9

Sections Selected for Survey.....11

Purpose

The purpose of this study was to survey summer school students to find out why Harper incurred such a large enrollment increase (FTE up more than 35%) over the summer of 1979. The basic questions concerned whether the enrollment increase was temporary and related to the economy and, in addition, whether a similar increase could be expected for the fall. The President of the college requested this study.

Population Surveyed

A quasi-ramdon sample of 19 sections from the first eight week schedule and 10 sections from the second eight week schedule were selected for the survey of summer 1980 students. Enrolled in these 29 sections were 732 students of which 572 or 78.1 percent were in attendance and completed the questionnaire on the days the survey was conducted.

Method Used

The survey instrument shown in the appendix was developed by the Office of Planning and Institutional Research after review and modification by the President and the Vice President of Academic Affairs. The sections selected for the survey are also shown in the appendix. Faculty of these sections were notified by the Vice President of Academic Affairs that their class had been selected for this special study. A representative of the Office of Planning and Institutional Research distributed the survey forms to each of the sections selected three weeks after that course had begun. The students completed the questionnaire immediately during the class period, whereupon the representative collected all the responses and returned them to the Office of Planning and Institutional Research for analysis.

The survey instrument collected background data on the students which was identical to data collected previous summers and, in addition, asked what the student's plans would be in the fall.

Discussion of Results

There has been a definite change in the student profile since the summers of 1975 and 1974. Students are now younger (average now 23.5 vs 25.6 then), they are more likely transfer-oriented students (54% now vs 37% then) and more likely former Harper students (62% now vs 46% or 37% then). This change helps explain why Harper's enrollment in the summer of 1980 rose so dramatically over the previous year (36% increase in FTE and 17% increase in headcount). It seems most certainly to be a temporary increase caused by the economic recession. It is the younger, transfer-oriented students who would be most affected by present economic conditions. Also, since there was a sharp increase in former Harper students, it would seem a similar large increase could be expected in the fall if the same economic conditions continue into the fall.

When asked directly if they are attending Harper this summer because of the recession, only one out of eight responded yes. Because of the big increase in enrollment, it was obvious more attended because of current economic conditions, but may not be aware of this because the effects are subtle. For example, they may be working less overtime now and so have time now to take courses. With the economic future more uncertain,

parents might be more apt to encourage their children to attend Harper rather than go away to a four-year college in order to save money.

When asked what their plans are for the fall if the tight economy continues, 48 percent said they will attend Harper, 44 percent said they will attend another college, 7 percent said they were unsure and only one percent definitely planned not to attend any college. This last figure reinforces the economic impact on college attendance. It is likely that the 44 percent figure planning to attend another college is inflated. Other research of high school students conducted by this office indicates that more students plan to attend other colleges than actually do attend these colleges. Similarly, fewer plan to attend Harper than actually do attend Harper. Besides this historic difference between plans and actual practice, there is an added dimension this fall. Because of fiscal restraints, many four-year colleges have closed their enrollments for this fall. Thus at the last moment students planning to attend four-year colleges will not be able to do so. Finally, one other indication of the impact of the economy is that Harper enrolled the largest number of former University of Illinois (Champaign) students in its summer school history. One out of every eight students who previously had attended another college had attended the University of Illinois, Champaign.

In looking back at the spring experience of Harper's summer school students, 45 percent had attended Harper and 37 percent were attending another college. In examining other profile data, it was noted that another trend is continuing. Regular enrollments have shown that the percentage of females has been growing steadily. This summer's enrollment included over 61 percent women and this was the highest percentage in Harper's summer school history.

In looking at what attracts students to Harper, there are some slow changes taking place over time as shown by comparisons of the 1980 survey with earlier summer surveys. Students now seem less likely to be able to indentify any one specific source which acquainted them with Harper. For example, more say they first heard about Harper because it is the only community college in the area, they drive by it or live close by. They are less likely to report being acquainted with Harper because of visitations at Harper, publicity at the high school, newspaper articles or recommendations of friends and relatives. This is what one would expect after a college has been operating for some time. By now there are so many ways a potential student becomes acquainted with Harper, it is difficult to sort out only one.

Major Conclusions

There was a definite substantial shift in the student profile of the 1980 summer school student as compared to previous summer school students. The students were younger, were more apt to be transfer-oriented and were more likely former Harper students. These shifts indicated that the enormous enrollment increase experienced in the summer was temporary and caused by the economic recession. However, it also indicated that a similar large increase could be expected for the fall.

DETAILED RESULTS

SUMMER SCHOOL SURVEY

Age	1970	1971	1972	1974	1975	1980
17 & under		4.3	2.1	2.2	2.1	1.4
18	50.0	9.8	8.5	8.4	8.0	10.0
19		24.4	24.5	17.5	18.3	21.6
20		11.8	19.5	16.2	12.4	17.4
21 - 25	35.0	27.6	22.3	26.9	23.4	27.2
26 - 35				17.2	23.9	15.4
36 - 45	15.0	22.1	23.1	8.8	8.9	5.9
46 - 55				1.9	2.7	.9
Over 55				.9	.3	.2
	100%	100%	100%	100%	100%	100%
Median Age	19.5	21.0	20.8	22.1	23.0	21.0
Mean Age	22.5	23.7	23.8	24.9	25.6	23.5
Sex						
Male	40.4	41.6	43.5	40.3	49.1	38.7
Female	59.6	58.4	56.5	59.7	50.9	61.3
	100%	100%	100%	100%	100%	100%

How Student First Became Acquainted With Harper

	1970	1971	1972	1974	1975	1980
Friends and relatives	44.0	28.1	29.8	20.3	26.9	22.1
Only community college in area			1.7	22.6	17.7	26.3
Saw Harper being built or pass by often	6.1	20.2	13.8	11.5	16.8	10.5
Literature mailed out by college		1.2	1.3	15.0	8.1	10.5
Publicity in high school	1.7	13.3	16.8	6.3	5.7	5.1
High school counselor or teacher	21.8	8.6	6.9	4.3	5.1	8.5
Specific program needed or courses needed	2.0	2.2	3.6	10.5	4.5	8.4
Newspaper articles	15.6	14.9	13.8	4.8	4.5	3.2
Not sure					4.1	.7
Publicity in work situation	1.2	2.8	1.9	1.5	1.2	.7
Harper visitations or open houses	7.6	7.0	6.3	1.2	1.2	1.3
Worked at Harper			.4	.5	1.2	
Community counseling center		.7			1.2	
Tax bill		.7	3.3	1.0	.9	.5
Excellent reputation			.4	.5	.3	.2
Real estate dealer		.3			.3	
Veterans Administration					.3	.2
Saw Willow Park Center						.2
Offered courses at times I needed						.4
Offered counseling & advising I needed						.2
Couldn't get admitted to four-year college						.2
Children left - looked for new opportunity						.2
Another college told me about Harper						.4
Telephone book						.2
	100%	100%	100%	100%	100%	100%

Main Purpose in Attending Harper This Summer	1975 N	1975 PCT	1980 N	1980 PCT
To take a course which student can tranfer to another college or university as a part of the degree program there	120½	37.4	303	54.4
To take a course as a part of a degree program at Harper	86	26.7	138 7/12	24.9
To take a course which interests student	42	13.1	48	8.6
To take a course which can help on the job	31½	9.8	36 3/4	6.6
To take a course to gain college experience before enrolling with a full load in the fall	28	8.7	9½	1.7
To take a course which could help student get a job	10	3.1	9 1/6	1.6
To fill in time while waiting to get a job	3	.9	4½	.8
To take a course for remedial skills	1	.3	1	.2
To make up past poor grades in a course			2½	.4
To get high school credit			1	.2
To qualify for financial aid			1	.2
To establish eligibility for athletics			1	.2
Fulfilling state teaching requirement			1	.2
	322	100%	557	100%

High School Experience	1970	1971	1972	1974	1975	1980
Graduated in traditional manner		94.4	97.4	95.8	95.9	96.3
Received GED certificate		3.2	1.9	3.3	3.5	2.8
Currently attending high school		2.4	.7	.9	.6	.9
		100%	100%	100%	100%	100%
College Experience						
Attending college for first time	10.8	15.4	12.9	20.0	23.2	10.9
Attended only Harper previously	20.6	24.3	22.9	24.6	21.7	28.9
Attending Harper for first time but have attended other colleges				42.5	31.0	26.7
Attended both Harper and other colleges previously	59.6	60.3	64.3	12.9	24.1	33.5
	100%	100%	100%	100%	100%	100%
Number of different colleges previously attended	66	93	123	113	93	114
College Previously Attended						
University of Illinois (Champaign)	4.7	8.3	5.2	3.7	5.8	12.5
Northern Illinois	31.8	10.1	11.2	6.9	12.3	11.6
Illinois State	3.1	1.2	5.2	2.1	2.6	4.9
Bradley	3.1	1.8	4.2	3.2	1.3	4.1
Eastern Illinois	.5	2.4	.4	2.1	1.3	3.5
Loyola	3.1	1.8	3.1	3.2	3.9	3.2
Southern Illinois	2.6	5.3	4.2	2.7	1.3	2.0
Western Illinois						2.0
College of DuPage						2.0
Indiana University						2.0
Oakton			1.1	.5	2.6	1.7
University of Illinois (Circle)		1.8	1.4	3.7	1.3	1.7

College Previously Attended (Continued)	1970	1971	1972	1974	1975	1980
DePaul		1.2	2.4	1.1	.7	1.7
Purdue	1.6	1.2	1.1	1.1	.7	1.7
University of Wisconsin	2.6	5.9	2.8	1.6	1.3	1.5
University of Iowa						1.5
Northeastern Illinois		1.2	2.8	1.6	4.5	1.2
Elgin					2.6	1.2
College of Lake County						1.2
Triton College						1.2
St. Norbert						1.2
Wright	2.6	4.1	2.1	3.2	3.2	.9
Roosevelt					1.3	.9
Marquette			1.1	3.2	.7	.9
Michigan State	1.6	.6	1.1	2.1		.9
Northwestern						.9
Arizona State						.9
St. Mary's Minn.						.9
Trinity						.9
St. Joseph						.9
Augustana						.9
Loras College						.9
Valparaiso	1.6	.6	1.7	1.6	.7	.6
Elmhurst					1.9	.3
North Park		1.2	2.1	.5	1.3	.3
Illinois Wesleyan			1.1		1.3	.3
McHenry					1.3	.3
Pierce College					1.3	.3
Mundelein	.5		1.1		.7	.3
St. Louis University		.6	1.4			.3
Lawrence University					1.3	
Others	32.8	48.3	38.7	50.6	42.2	38.3
	100%	100%	100%	100%	100%	100%

Extent To Which Student Attendance at Harper This Summer is Due To Economy and Tight Job Situation	1980	
	N	PCT
No, this is not the case	501	87.9
Yes, because of economic conditions it is more economically attractive to attend Harper than go away to college	22½	3.9
Yes, I am working fewer hours have more time to take courses	1[illegible]	2.6
Yes, I am looking for a job and taking courses in interim	12½	2.2
Yes, I was unable to find summer employment	10	1.8
Yes, I need to advance to higher paying position	8	1.4
Yes, I am broadening my educational background so I will have more choice of jobs in future	1	.2
Total	570	100%

Student Plans for Fall if Present Economic Conditions Continue	1980	
	N	PCT
Attend Harper full time	141	27.1
Attend Harper part time	109	20.9
Attend another college	228½	43.9
Attend no college	7½	1.4
Not sure	35	6.7
Total respondents to item	521	100%
No responses	51	8.9%
Total sample	572	

Status of Students During the Spring of 1980	1980			
	Subtotal		Total	
	N	PCT	N	PCT
Attended college for first time in spring at other than Harper	6	2.9		
Attended college other than Harper in spring and have previously attended both Harper and other colleges	94	46.1		
Attended college other than Harper in spring and had attended only colleges other than Harper before	103	50.5		
Attended college other than Harper in spring but previous history unknown	1	.5		
Subtotal attending colleges other than Harper in spring	204	100%	204	36.4%
Not attending college in spring and had no previous college experience	56	15.7		
Attending Harper College in spring but had not attended any other college before	161	45.1		
Attending Harper College in spring and had attended other colleges previously	98	27.4		
Not attending college in spring but had attended colleges other than Harper previously	42	11.8		
Subtotal of students attending Harper or not attending college at all in spring	357	100%	357	63.6%
Total of students whose spring 1980 status was known			561	100%
Status unknown in spring but had attended another college previously	5	45.5%		
Status unknown in spring but had attended both Harper and another college previously	6	54.5%		
Subtotal of students whose status in spring was unknown	11	100%	11	1.9%

APPENDIX

SUMMER SCHOOL SURVEY - 1980

1. Age (Circle One) 17 18 19 20 21-25 26-35

36-45 46-55 Over 55

2. Sex (Circle One) M F

3. High school experience. Mark (X) one.

_____ 1. Graduated in traditional manner.
_____ 2. Received GED certificate.
_____ 3. Currently attending high school.

4. College experience. Mark (X) one.

_____ 1. Attending college for the first time.
_____ 2. The only previous college attended was Harper.
_____ 3. I have previously attended both Harper and another college.
_____ 4. I have not attended Harper previously but I have attended another college before.

If you have attended another college before, mark (X) the last one you have attended.

_____ Northern Illinois
_____ Western Illinois
_____ University of Illinois (Champ.)
_____ University of Illinois (Circle)
_____ Loyola
_____ Bradley
_____ Wright
_____ Marquette
_____ Southern Illinois
_____ Illinois State
_____ Michigan State
_____ Eastern Illinois
_____ University of Wisconsin
_____ Valparaiso
_____ Northeastern Illinois
_____ DePaul
_____ North Park
_____ Oakton
_____ Northwestern
_____ Elmhurst
_____ Roosevelt
_____ Other (specify)

_____

5. Are you attending Harper this summer because of the economy and the tight job situation? _____ Yes _____ No

If yes, mark (X) one of the following.

_____ 1. I was unable to find any summer employment.
_____ 2. I am working fewer hours on my job now and have more time to take courses this summer or am hoping to improve my job situation.
_____ 3. I am looking for a job now and am taking courses in the interim.
_____ 4. Because of the economic conditions I can't afford to leave home and attend a four-year college.
_____ 5. Other general economic conditions have caused me to attend Harper this summer. (specify)

_____

6. If the economic conditions continue as they are now and jobs are still tight this fall, what would your college plans be this fall? Mark (X) one.

_____ 1. Attend Harper full time.
_____ 2. Attend Harper part time.
_____ 3. Attend another college.
_____ 4. Attend no college.
_____ 5. Not sure.

7. How did you become acquainted with Harper? Mark (X) one.

_____ 1. Newspaper articles & ads
_____ 2. High school counselor
_____ 3. Recommendation of friends or relatives
_____ 4. Harper visitations or open house
_____ 5. Saw Harper being built
_____ 6. Pass by Harper often
_____ 7. Tax bill
_____ 8. Specific program I need (Nursing, Dental Hygiene, etc.)
_____ 9. Publicity in high school
_____ 10. Publicity in work situation
_____ 11. Harper Community Counseling Center
_____ 12. Only Community College in area
_____ 13. Literature mailed out by college
_____ 14. Other (specify) _____

_____

8. What is your purpose in attending Harper this summer? Mark (X) one.

_____ 1. To take a course(s) which interest me.
_____ 2. To take a course(s) as a part of a degree program at Harper.
_____ 3. To take a course(s) which I can transfer to another college or university as a part of my degree program there.
_____ 4. To take a course(s) which can help me on my job.
_____ 5. To take a course(s) which can help me get a job.
_____ 6. To fill in time while I am waiting to get a job.
_____ 7. To take a course(s) to gain college experience before enrolling with a full load in the fall.
_____ 8. Another reason (specify) _____

_____

9. Did you attend a college other than Harper during the spring semester 1980? Mark (X) one.

_____ Yes

_____ No

SECTIONS SELECTED FOR SURVEY

List used June 16th

Enrollment	Course	Section	Instructor	Room	Time	Days	Term Dates
36	LIT 115	071	M. Swanson	F342	9:10-11:45AM	MW	5/27/80-7/18/80
20	ENG 130	071	F. Smith	F326	9:10-11:45AM	MW	5/27/80-7/18/80
28	ENG 101	074	R. Powell	F317	9:10-11:45AM	MW	5/27/80-7/18/80
15	PHI 105	001	J. Pageler	F306	11:50-2:15PM	MTWRF	5/27/80-7/18/80
42	PSY 101	072	R. Pasen	J166	12:00-2:30PM	MW	5/27/80-7/18/80
6	SEC 098	071		I209	6:00PM	MTWR	5/27/80-7/18/80
5	SEC 135	070		I209	6:00PM	MTWR	5/27/80-7/18/80
20	PED 100	071	R. Nolan	M232	6:00-7:40PM	MW	5/28/80-7/16/80
39	ACC 101	070	R. Spotak	D226	6:30-9:05PM	MW	5/27/80-7/18/80
47	ACC 102	070	J. Patten	J153	6:30-9:05PM	MW	5/27/80-7/18/80
12	CHM 210	071	C. Sell	D259	6:30-10:20PM	MTWR	5/27/80-7/18/80

List used June 17th

30	SPE 101	071	J. Muchmore	F321	9:10-11:45AM	TR	5/27/80-7/18/80
28	ENG 102	072	M. Swanson	F342	9:10-11:45AM	TR	5/27/80-7/18/80
18	ANT 101	071	C. Norris	J166	11:50-2:20PM	TR	5/27/80-7/18/80
9	HSC 220	071	Staff	I115	12:30-3:00PM	TR	5/27/80-7/18/80
32	MGT 111	071	P. Setlik	I205D	6:30-9:05PM	TR	5/27/80-7/18/80
13	MKT 217	071		J257	6:30-9:05PM	TR	5/27/80-7/18/80
20	SOC 215	070	R. Stewart	F340	6:30-9:05PM	TR	5/27/80-7/18/80
36	MTH 208	072	D. Magno	D105	6:30-10:00PM	TR	5/27/80-7/18/80

List used July 14th

29	BIO 103	081	C. Gruber	D237	7:50-10:25AM	MW	6/23/80-8/15/80
13	GEO 101	081	L. Knight	D150	9:00-10:50AM	MW	6/23/80-8/15/80
16	PED 105	081	R. Bechtold	M163	6:00-7:40PM	MW	6/23/80-7/16/80
40	PSY 216	080	C. Jolly	I103	6:30-9:05PM	MW	6/23/80-8/15/80
37	DPR 101	083	D. Dutchak	I115	6:30-9:05PM	MW	6/23/80-8/15/80
36	ECO 201	081	E. Brierty	J251	6:30-9:05PM	MW	6/23/80-8/15/80
15	HST 111	080	R. Grabitz	J164	6:30-9:05PM	MW	6/23/80-8/15/80

List used July 15th

23	MTH 102	081	H. Cunningham	D116	8:00-11:30AM	TR	6/23/80-8/15/80
35	MTH 105	081	W. Schooley	D212	6:30-10:00PM	TR	6/23/80-8/15/80
32	AST 101	081		D150	6:45-9:25PM	TR	6/23/80-8/15/80

DEC 11 1981

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024